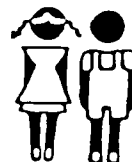


Child • Care • Information • Center
NEWSLETTER

224-5388 (Madison Area) (800) 362-7353



SCHOOL- AGE CHILD CARE

Issue No. 18

Editor: Connie Wilsnack

State Superintendent Herbert J. Grover's Task Force on Early Education, Child Care, and Family Involvement:

"Before and after school child care for school age children: An ever-increasing number of parents with elementary school age children now work away from the home. The children of these parents are in need of supervision and appropriate activities, both before and after school. While school-age child care services are available in some communities, there may not be enough for all those who need and want it. When parents cannot find care, they are often forced to leave their children unattended, either home alone or in the neighborhood, or withdraw from the work force. Recent legislative changes are strongly encouraging the public school to take a more active role in before- and after-school child care. Here again, we must look at new partnerships among our business, child care, and educational enterprises. A dependable, productive work force and healthy, bright young children are compatible goals. What constitutes an efficient and effective before-and after-school child care program? What are the alternatives for addressing this need? How should these services be funded?" Wisconsin Department of Public Instruction, October 1989.

The resources for this newsletter focus on the issue of quality in school-age child care. Information is included on developmentally appropriate activities, guidance principles, and the planning process for activities. Resources emphasize the project approach, involving children in planning activities, offering choices, and developing the leadership skills of staff.

A community-based planning and needs assessment committee is crucial to the success of any effort on behalf of school-age children. There are many questions in school-age child care that we do not at this point have a definitive answer to. The articles and research summaries give us a mixed picture or questions for further examination of the issues. We hope the information in this newsletter is useful to you and those you work with.

Project Home Safe, sponsored by the American Home Economics Association, has developed standards for school-age child care programs. The standards address interactions among adults and children, activities/curriculum, staff-parent interaction, staff qualifications and development, administration, staffing, physical environment, health and safety, nutrition and food service, and evaluation. Future issues of the newsletter will list under new books/audiovisuals, items added to our resource collection, in support of these guidelines.

Please route this CCIC Newsletter to your staff!

- | | |
|-------|-------|
| ___1. | ___5. |
| ___2. | ___6. |
| ___3. | ___7. |
| ___4. | ___8. |

Call us Toll-Free (800) 362-7353

To borrow copies of these books and audiovisuals, or to request articles or brochures, from anywhere in Wisconsin, call CCIC toll-free at 1-800-362-7353. In Madison area, please call 224-5388. Request books, audiovisuals, articles, and brochures by number.

We suggest you limit your initial request for books to five titles. (We send one at a time as soon as it is available.) You are welcome to request additional titles at a later date. Let us know if you want to schedule an audiovisual for a specific date. Articles and brochures are limited to one copy of each item. Book loans are for two weeks and AVs for one week. The only cost to you is the cost of library rate postage to send the items you borrow back to CCIC by U.S. Mail.

Books:

Starting and Planning School-Age Programs

1. **After school day care handbook: How to start an after school program for school-age children.** (1977). Madison, WI: 4-C of Dane County.
2. Baden, R.K., Genser, A., Levine, J.A., & Seligson, M. (1982). **School-age child care: An action manual.** Dover, MA: Auburn House.
Comprehensive guide includes conducting needs assessments, designing the program, legal issues, setting policies, personnel issues, budgeting, resource development, financial management, publicity and enrollment, program regulation, curriculum development, fostering communication, and program evaluation.
3. Coolsen, P., Seligson, M., & Garbarino, J. (1985). **When school's out and nobody's home.** Chicago, IL: National Committee for Prevention of Child Abuse.
Qualities of good programs. Describes Kids Place program in Seattle (aimed at attracting and keeping families with children in the city) and AgeLink in North Carolina linking children with elders, among others. Educational programs, help lines, check-in, and block parent programs are described. Lists contact persons for the programs.
4. Ellison, G. (1974). **Play structures.** Pasadena, CA: Pacific Oaks.
Ideas for planning and designing original outdoor play structures, design specifications and construction directions. Useful to those planning play structures for school-age child care, preschools, daycare, public schools, parks, and private homes.
5. Entine, L. & Ziffern, A. (1980). **Getting the word out...A handbook for planning a public information campaign.** Madison, WI: University of Wisconsin-Extension.
Useful to communicate information about need, startup, getting children to sign up, or an ongoing program. This booklet covers analyzing the audience, defining goals, the message, your resources, and selecting the best medium for your message. A general guide, applicable to child care.
6. Fink, D.B. (1988). **School-age children with special needs.** Boston, MA: Exceptional Parent Press.
Results of a national study of parents of school-age special needs children. Examines home, school, community-based and technical assistance models for programs.
7. Lefstein, L. & Lipsitz, J. (1983). **3:00 to 6:00 P.M: Programs for young adolescents.** Carrboro, NC: Center for Early Adolescence.
Discusses issues associated with lack of adult involvement with 10 to 15 year olds. Urges communities to take responsibility for meeting the developmental needs of adolescents. Describes 24 programs with a variety of formats and discusses how to design programs of interest to older school-age children.

8. Katz, L.G., Evangelou, D. & Hartman, J.A. (1990). **The case for mixed-age grouping in early education.** Washington, D.C: NAEYC.
What can children gain? Suggestions for making mixed-age settings work.
9. Lindner, E.W., Mattis, M.C., & Rogers, J.R. (1983). **When churches mind the children: A study of day care in local parishes.** Ypsilanti, MI: High Scope Press.
A national study. Of the parishes that housed child care, 9% offered before/after school care. Lists major goals of these programs. Discusses relationship between the programs and the churches, the strengths, and difficulties of church-housed programs. Focuses on infant-toddler and preschool, but discussion would be useful to anyone considering housing a program in a church.
10. North Central Region Extension Sociology Committee. (1981). **Creating coordination among organizations: An orientation and planning guide.** Ames, IA: Iowa State University.
Have you ever asked, should we coordinate our efforts, which organizations should we involve, and at what level? This booklet encourages you to consider facilitators of coordination, barriers to coordination, what priority the effort has in each organization, and options for coordination.
11. Seligson, M., & Fink, D. (1989). **No time to waste: An action agenda for school-age child care.** Wellesley, MA: School-Age Child Care Project.
Discusses the nature of the latchkey problem, current provision of school-age child care, current funding, and recognizing quality school-age child care. Recommendations are addressed to legislators, agencies, school boards and funding sources at the federal, state, and local levels. This book would be useful to staff, community planning groups, and policy makers.
12. Seligson, M., Genser, A., Gannett, E., & Gray, W. (1983). **School-age child care: A policy report.** Wellesley, MA: School-Age Child Care Project.
Useful for those wishing to influence policy and those in a position to respond to initiatives from others. Role of the public school, models of funding options, and examples of partnerships are described.
13. Vergeront, J. (1987). **Places and spaces for preschool and primary (Indoors).** Washington, D.C: NAEYC.
To help you think about the spaces you create and use.

Encouraging and supporting staff

14. Arns, B., **The survival guide to school-age child care.** Huntington Beach, CA: School-Age Workshops Press.
Useful for the beginning SACC teacher or those interested in teacher training issues.
15. Bender, J. (1984). **Half a childhood: Time for School-age child care.** Nashville, TN: School Age Notes.
Discusses the physical, mental, and social-emotional needs of school-age children and suggestions for developing a program designed around these needs. Sections on the five year old, child over twelve, and the school-age child who is part of a preschool group. Lists over 500 experiences for school-age children and a sample activity chart.

16. **Best of Exchange: Reprint #5-On being a leader.** (1990). Redmond, WA: Exchange Press, Inc.
17. **Birckmayer, J. (1985). Resources for adult leaders in group programs for school-aged children.** Ithaca, NY: Cornell University Media Services.
Training volunteers, understanding school-aged children, a positive approach to discipline in group situations, getting in touch with your own childhood, communicating with children, stress and children, divorce and children.
18. **Bryant, B.K. (1985). The neighborhood walk: Sources of support in middle childhood.** Chicago, IL: The University of Chicago Press.
Study of the relationship between the social networks of children age 7 and 10 and their socioemotional development. Use the neighborhood walk as a conversation tool.
19. **California curriculum manual for school-age child care.** Auburn, CA: California Cooperative Extension.
Information on learning theories, designing an educational curriculum, and ideas for activities revolving around six themes: science exploration and technology, life and leisure skills, animals around us, energy exploration and conservation, foods and nutrition, and natural resources and ecology. It is suggested this is used as part of a balanced program for older school age children.
20. **California facilitator's guide for school-age child care.** (1987), Auburn, CA: California Cooperative Extension. (Leader's guide for #22.)
21. **California management and curriculum manual.** (1987). Auburn, CA: California Cooperative Extension.
Information on conducting needs assessment, developing and running an after-school program, the developmental characteristics of school-age children, guidance and discipline, and program planning.
22. **Canney, J. & Willman, N. (1989). School age child care: A self-study curriculum.** Waukesha County Technical College.
This is the Wisconsin Board of Vocational, Technical & Adult Education (VTAE) curriculum. Discusses developmental characteristics of school age children, using a developmental approach in preparing the environment and planning activities, utilizing community resources in school-age child care, and evaluation as a tool for program improvement.
23. **Caring for school-agers: Family daycare exchange.** (1988). North Central Regional Publication, Cooperative Extension Service.
A 16-page guide for the family day care provider.
24. **Cherry, C. (1983). Please don't sit on the kids: Alternatives to punitive discipline.** Belmont, CA: Fearon Teacher Aids.
25. **Cherry, C. (1987). Nursery school & day care center management guide.** Belmont, CA: David S. Lake Publishers.
Comprehensive management guide, written for preschool, but most of it applicable to school age. Covers administration, finances, space and equipment, staff, enrollment, parents, health, safety, children's program, community relationships, food management and nutrition.

26. Collins, A.W. (Ed.) (1984). **Development during middle childhood: The years from six to twelve.** Washington, D.C: National Academy Press.
Summarizes research of the developmental challenges of children age 6-12. Useful for those wanting to do research or providing training to school-age child care providers.
27. Day, T., Small, S., & Fitzsimmons, E. (1987). **Family times.** Madison, WI: Wisconsin Clearinghouse.
This book is for you and your family. The activities will help your family to take inventory of its strengths and weaknesses, to decide together what you want your family to become, and to work towards those goals. It provides opportunities for your family to plan, learn, communicate, celebrate, and care. It is a creative gem! Some of the activities could be adapted for use in school-age child care.
28. Dinkmeyer, D. & McKay, G. (1989). **The parents handbook: Systematic training for effective parenting.** Circle Pines, MN: American Guidance Service.
Chapters 3, 4, 5, & 6 How to encourage children, and developing responsibility through using natural and logical consequences with children.
29. Early Childhood Directors Association. (1987). **S.O.S. kit for directors:supervising, organizing and supporting staff.** St. Paul, MN: Early Childhood Directors Assoc.
Questions most directors encounter are posed. Ideas and suggestions listed are the result of brainstorming sessions held by the association.
30. Fink, D.B. (1985). **An intergenerational adventure: A training curriculum for older adult caregivers working with school-age children during the hours after school.** Wellesley, MA: School-Age Child Care Project.
A useful guide for anyone designing training for older adults preparing them to work with school-age children during the hours after school. Would be most useful used with more recent resources.
31. Glenn, H.S., & Nelsen, J. (1989). **Raising self-reliant children in a self-indulgent world.** Rocklin, CA: Prima Publishing & Communications.
Seven building blocks for developing capable young people are described: developing strong perceptions of personal capabilities, significance, and control over the environment, intrapersonal, interpersonal, systemic, and judgmental skills.
32. Holt, B.G. (1989). **Science with young children.** Washington, D.C: NAEYC
Science is continuous wondering, thinking and doing. Full of ideas and examples of how to help children enjoy science. Written for use with children birth through age eight, this well-referenced book includes numerous citations of science books.
33. Jorde, P. (1982). **Avoiding burnout: strategies for managing time, space, and people in early childhood education.** Washington, D.C: Acropolis Books Ltd.
34. Katz, L.G., & Chard, S.C. (1989). **Engaging children's minds: The project approach.** Norwood, NJ: Ablex Publishing Corporation.
The project approach focuses on a child's intrinsic motivation. The approach emphasizes the teacher's role in encouraging children to interact with people, objects, and the environment in ways that have personal meaning to them, children's active participation in their own studies, and the topic drawn from the world that is familiar to the child.
This book discusses the aims of the approach, teacher planning, and examples of projects.
For preschool and school-age programs.

35. Lewis, I. (1985). **Care for the school-age child: Family day care.** Chapel Hill, NC: Frank Porter Graham Child Development Center.
Guide for the family day care provider caring for school-age children.
36. McGinnis, E., & Goldstein, A.P. (1984). **Skillstreaming the elementary school child: a guide for teaching prosocial skills.** Champaign, IL: Research Press.
Steps for teaching 60 prosocial skills and typical situations where they might be used.
37. Musson, S. & Gibbons, M. (1988). **The new youth challenge: a model for working with older children in school-age child care.** Nashville, TN: School Age NOTES
Learn how to design an activity contract system so 8-15 year olds can set their own goals and plan projects, courses or clubs.
38. Prescott, E., & Milich, C. (1975). **School's out! Family day care for the school age child.** Pasadena, CA: Pacific Oaks.
Useful for those teaching family day care providers caring for school-age children and for providers considering caring for school-age children. The report indicates number of years licensed, degree of initiative and preference for school-age children were predictive of satisfaction as a provider for school-age children.
39. (1990). **Recommended standards for school-age child care programs.** Alexandria, VA: American Home Economics Association.
40. Therrell, J. (1989). **How to play with kids.** Pacifica, CA: Play Today Press.
Play leadership techniques for organizing and playing group games with school-agers.
41. Warren, J. (1985). **Teaching tips.** Everett, WA: Warren Publishing House, Inc.
A quick guide to easy classroom tips, transition times, clean-up times, and activity times. Geared to preschool, also useful for school-age.
42. West, S.E. (1983). **Children and divorce.** Ithaca, NY: Cornell Cooperative Extension.
19-page booklet describing reactions of younger and older school-age children to their parents' divorce. Discusses children during the period after the divorce and factors within the control of the parents. Useful for staff and parents.
43. West, S.E. (1985). **Children's friendships.** Ithaca, NY: Cornell Cooperative Extension.
11-page booklet. Are friendships important for children? How can adults help?
44. Wilson, M. (1981). **Survival skills for managers.** Boulder, CO: Volunteer Management Associates.
Making people and programs come alive, problem solving, power and negotiations, conflict management, stress management, and time management.

School-Age Child Care Activities and Projects

45. Allison, L. & Katz, D. (1983). **Gee, whiz! How to mix art and science or the art of thinking scientifically.** Covelo, CA: Yolla Bolly Press.
This book challenges kids' imagination & curiosity with projects using materials commonly found around the house. "Science is a way of thinking about the world. It's a way of finding out what you don't know by figuring out what you do know".

46. Blakley, B., Blau, R., Brady, E.H., Streibert, C., Zavitkovsky, A., & Zavitkovsky, D. (1989). **Activities for school-age child care.** Washington, D.C: NAEYC. Arts and crafts, drama, puppets, music, stitchery, carpentry, water, cooking, nature, and gardening activities. Guidelines for conducting these activities. Chapters on parents and staff and extending into the community. Bibliography with each chapter.
47. Caney, S. (1978). **Kids' America.** New York: Workman Publishing. Jam -acked with activities based on American heritage--genealogy, gardens, color fabric dyeing, eating, art, flower drying, clowning, jug bands and more.
48. **Caring for young children in the home.** New Brunswick, NJ: Cooperative Extension Services of the Northeast States.
A 32-page guide for adults working with 8-11 year olds, preparing them to work with preschoolers. Experiences would be helpful for preteens assisting parents, family day care providers or day care centers.
49. Chase, L. (1975). **The other side of the report card: A how-to-do-it program for affective education.** Glenview, Illinois: Scott, Foresman and Company. The units are friendship, fear, sensory awareness, trust, attention, self-control, tolerance, behavior, goal setting, self-disclosure, personal strengths, promises, taking tests, roles, successes, moral judgment, identifying concerns, problem solving, self-concept, study skills, boys and girls, survival, lying, and decisions. Suggestions for beginning sessions and typical group problems.
50. Curtis, C. (1988). **Kids can sew craft book.** Ogden, UT: Kids Can Sew. 22 fun and easy projects kids can make using the sewing machine.
51. Forte, I., & Frank, M. (1982). **Puddles & wings & grapevine swings.** Nashville, TN: Incentive Publications.
Ways to enjoy nature's treasures and things to make with them. Easy bird houses, pumpkin seeds, cornhusk dolls, insects, moonwatches, and lots more.
52. Frank, M. (1976). **I can make a rainbow.** Nashville, TN: Incentive Publications. Things to do with pencil, crayon and chalk, paper, paint, cloth, yarn and string, food, things to carve and mold, and things to do when there's nothing to do.
53. Fry-Miller, K., Myers-Walls, J. & Domer-Shank, J. (1989). **Peace works.** Elgin, IL: Brethren Press.
54. Fry-Miller, K. & Myers-Walls, J. (1988). **Young peacemakers project book.** Elgin, IL: Brethren Press.
55. **Fun to grow on.** New Brunswick, NJ: Cooperative Extension Services of the Northeast States.
A guide with 10 activities for 9-11 year olds to enjoy with younger children. Designed to have the older children meet as a group.
56. Greene, K. (1987). **Once upon a recipe.** New Hope, PA: New Hope Press.
Each recipe is linked to a fairy tale or special menu. Older schoolagers would enjoy using this book to prepare food for younger children and /or themselves. The recipes are unique. Colorful pages, with directions listed in steps.
57. Gregson, B., (1982). **The incredible indoor games book.** Belmont, CA: David S. Lake
160 group projects, games, and activities: theater games, sound and movement games, mind games, action games, art, play on words, thrills and skills, food, and camera.

58. Gregson, B. (1984). **The outrageous outdoor games book.** Belmont, CA: Fearon.
The name says it all. 133 games and activities, originals and favorites with a new twist. Games that use weather, games for small groups and large, short games and all day play.
59. Hawkins, M., & Vandergriff, B. (1986). **Caring for school-age children: A church program guide.** Nashville, TN: Convention Press.
Working with school-age children, administration, arts and crafts, snacks and cooking, quiet activities, music and drama, sports and active games, field trips, monthly and seasonal activities. Emphasizes concern for others and child-centered activities. Each chapter has a bibliography. Useful for church and non-church settings.
60. Hill, J. & Patrick, L. (1987). **From kids with love.** Belmont, CA: Fearon Teacher Aids.
Gifts kids can make and give.
61. Howard, L.A. (1987). **What to do with a squirt of glue.** Nashville, TN: Incentive Publ.
All kinds of things to do with different paints, drawings, making and using stamps, edible strings, homemade beads, clay, and lots of other gluey mixtures.
62. Kohl, M.F. (1989). **Mudworks: Creative clay, dough and modeling experiences.** Bellingham, WA: Bright Ring Pub.
63. Kreidler, W.J. (1984). **Creative conflict resolution.** Glenview, Illinois: Scott Foresman & Company.
Activities for teaching children to be peacemakers; communication skills; to handle anger, frustration, and aggression; cooperation; and tolerance. Section on handling conflicts with parents, other teachers, and administration.
64. Morin, A. (1989). **Newspaper theatre: Creative play production for low budgets and no budgets.** Belmont, CA: Fearon.
Create a set, props, and costumes for an inexpensive drama experience. How to cut, tear, fold, wad, wet, paste, glue, tape, staple, paint, and sculpt with newspaper.
65. National Fire Protection Association. (1990). **Learn not to burn: K-grade 2.**
66. National Fire Protection Association. (1990). **Learn not to burn: Grades 3-5.**
67. National Fire Protection Association. (1990). **Learn not to burn: Grades 6-8.**
68. **Physician's resource guide for bicycle safety education.** (1990). Elk Grove Village, IL: American Academy of Pediatrics.
Describes an injury prevention program with a special emphasis on helmet use. Supporting materials can be ordered at a minimal cost.
69. Robertson, A. (1988). **All season fun and frolic.** St. Paul, MN: Toys 'n Things Press.
Activities to enjoy nature and the seasons, Native American games and traditional games. Discusses how each game or activity can be adapted for toddlers, preschoolers, or school-agers. Bibliographies for each chapter list many more books on these topics.
70. Rowen, L. (1990). **Beyond winning: Sports & games all kids want to play.** Belmont, CA: Fearon Teacher Aids.
Useful tips on game management, with emphasis on teamwork and strategies for reducing sports fears and aggressiveness. Games of tag; beyond dodgeball; diamond games; and variations on volleyball, bounceball, soccer and other games.

71. Stangl, J. (1986). **Magic mixtures: Creative fun for little ones.** Belmont, CA: David S. Lake Publishers.
Finger paint; fundoughs: cooked, uncooked, and edible; molding mixtures; plaster; and mortar. Lots of special mixtures!
72. **Understanding children through play.** New Brunswick, NJ: Cooperative Extension Services of the Northeast States.
A 7-unit curriculum for helping 8-11 year olds to understand preschoolers.
73. Waltner, T. (1981). **Make mine music.** Boston, MA: Yolla Bolly Press.
Directions for making musical instruments and discovering how they work.
74. Warner, P. (1985). **Super snacks for kids.** New York: St. Martin's Press.
Over 200 nutritious and creative treats, drinks, and meals you can prepare in a jiffy... with no sugar or salt added.
75. Warren, J., (1982). **Super snacks.** Alderwood Manor, WA: Warren Publishing House.
76. Weikart, P.S. (1989). **Dance Notations-Teaching movement and dance: A sequential approach to rhythmic movement.** Ypsilanti, MI: High Scope Press.
Dance notations for the book, *Teaching movement and dance: A sequential approach to rhythmic movement*, are on easy-to-read cards. They list level of difficulty and accompanying music.
77. Weikart, P.S. (1989). **Teaching movement and dance: a sequential approach to rhythmic movement.** Ypsilanti, MI: High Scope Press.
Detailed instructions for 110 beginning folk dances. (9 audio cassettes containing the music for the dances are listed as number 98 in this newsletter.) Grades 1 and above
78. Weikart, P.S. (1984). **Teaching movement and dance: intermediate folk dance.** Ypsilanti, MI: High Scope Press.
Circle, line, grid, and partner mixers from many different countries. Suggested for grades 5-8 when children have had a great deal of movement and beginning folk dance experience in grades 1-4. Lists skills children should master before they try to learn these dances. (4 audiocassettes containing the music for the dances are listed as number 95 in this newsletter.)
79. **What are children like?** New Brunswick, NJ: Cooperative Extension Services of the Northeast States.
A guide for adults who wish to lead a group of 10-13 year olds in discoveries about preschoolers and how they grow. Covered are physical, intellectual, and social development; and feelings of a young child.
80. Zeller, P.K., & Jacobson, M.F. (1987). **Eat, think, and be healthy!** Washington, D.C: Center for Science in the Public Interest.
A unit on healthy eating and nutrition. Growing sprouts; ways to reduce fat, sugar and salt; fiber focus; and consumerism. Some recipes included and loads of activities to empower children with the knowledge and skills to choose foods for health.

Videotapes and Audiocassettes:

Starting and Planning School Age Programs

81. **Between school time and home time: A look at quality school-age child care programs.** (1989). Wellesley, MA: School-Age Child Care Project, Wellesley College
Designed to help organizations and agencies build on their strengths and resources to develop high quality programs. Emphasizes that a balanced schedule of activities, based on the interests and choices of children, must be provided to meet their developmental needs. How to adapt space for diverse activities. Importance of parental involvement. Suggested audiences: school administrators, school boards, PTAs and parents, community groups developing programs, and school-age child care providers.
82. **Community-based planning for school-age child care services: Planning and assessing needs.** (1989). Madison, WI: CCIC. VHS, 53 min.
Aurelia Strupp, Jill Steinberg and Dave Riley presenting at WCCIP Symposium. Developing and implementing a needs assessment survey. How needs assessment surveys differ from marketing surveys. Emphasizes involving the community. What days are children not in school in your community? What do they do on these days? What special programs are there?
83. **Latchkey kids: Give 'em a break.** Community Services for Children, Inc. VHS, 12 min.
An upbeat introduction to advantages of SACC and typical aspects of programs.
84. **Planning for high quality SACC services: Key Ingredients.** (1989). Madison, WI: CCIC. VHS, 52 min.
Jill Steinberg, Aurelia Strupp, Dave Riley, and Jim McCoy presenting at WCCIP symposium. Models a process of asking all the players in SACC, children, parents, staff, school administrators, support staff, and community leaders what quality SACC is to them. Discusses children's needs, emphasizing individual needs and administrative essentials. Considerations in selecting space. Criteria to use in hiring staff and the need for substitutes and volunteers. Reverse solution exercise modeled. Brainstorm ways to destroy program and look at how to turn into positives.
85. **Regulation and administration of SACC programs.** (1989). Madison, WI: CCIC. VHS, 60 min.
Jill Steinberg, Jim McCoy, and Dana Sommerfeld presenting at WCCIP symposium. Discussed are several models of SACC administration, licensing of SACC, and tips for completing grant application.
86. **School-age child care: Caring enough.** (1988). Urbana-Champaign, IL: University of Illinois. VHS, color, 21 min.
Addresses the need for child care for school-age children. Includes comments from parents, children, business and community leaders, and child care providers. Gives information on current administration and funding for school-age child care. Leader's guide outlines a 1-hour awareness meeting or a 2-hour program to help prepare participants to conduct a local needs assessment.

Encouraging and Supporting Staff

87. **Guiding schoolagers to be responsible and competent.** (1988). Madison, WI: CCIC. VHS, 63 min.
Jill Steinberg presenting at the 1988 WECA conference. How five year olds differ from ten year olds, and changes in thinking at age six or seven. Rules: what is the bare minimum? People are social. How to handle power struggles with children. Structured versus less structured programs. Problem solving with kids, letting children make decisions, and working with conflicts between kids.
88. **Motivating kids to sew.** (1988). Beaver Dam, WI: Nancy's Notions, Ltd. VHS, 60 min.
Transcript included. If you wanted to start a sewing project, this would give you tips on organizing it so you were successful. Four classes are outlined using fusible web, fabric paints, sewing machine skills and a pattern. Classes for age 9 and above.
89. **School-age child care: Activity planning.** (1990). Urbana-Champaign, IL: University of Illinois. VHS, color, 35 min.
90. **School-age child care: Guidance and discipline.** (1989). Urbana-Champaign, IL: University of Illinois. VHS, color, 43 min.
Designed for the child-care professional. Discusses use of space, rules, re-direction, teaching more acceptable ways to act, logical consequences and a peer monitor system.
91. **School-age child care: Meeting developmental needs.** (1988). Urbana-Champaign, IL: University of Illinois. VHS, color, 33 min.
Provides detailed information on the developmental needs of school-age children, how those needs can be met in the child-care environment, and how common behavior problems in after-school programs are tied to the developmental characteristics of older children and the demands of a group setting. Leader's guide is designed for a one, two, or three-hour workshop for child care providers.

School-Age Child Care Activities and Projects

92. **Be a cartoonist.** (1985). Evansville, IN: MID COM, Inc. VHS, 59 min.
Shows children how to use their imagination and create cartoons from familiar shapes, letters and numbers, how to add motion, expressions, words, how to make their own comic strips, greeting cards, and posters. Recommended for children age 8 and above.
93. **Be a juggler.** (1986). Evansville, IN: MID COM, Inc. VHS, 39 min.
A master juggler teaches step by step the basic techniques of juggling. Begin with scarves, then move on to bean bags, balls, rings made out of cardboard, and jugaloons made with a large plastic soda bottle, dowel, and nail. For children age 8 and above.
94. **Be a magician.** (1985). Evansville, IN: MID COM, Inc. VHS, 50 min.
Shows a magician teaching the tricks step by step to a child. Uses simple items such as a scarf, magic wand, sponge balls, ropes, laces, and rings.
Recommended for children age 8 and above.
95. **Changing directions.** (1989). Ypsilanti, MI: High Scope. Audiocassettes 1-4. (These contain the music for the dances in the book *Teaching movement and dance: Intermediate folk dance*, number 78 in this newsletter.) Loaned one at a time.

96. **Hopping around from place to place Vol.1.** (1983). Baldwin, NY: Educational Activities, Inc. Audio cassette and guide.
Songs and rhymes take the listener from place to place and from one situation to another; serious and humorous; teaching and learning. Stop, look, and listen in on many cultures, find out more about peoples and places, and become better observers of your own communities. Recommended for children through sixth grade.
97. **Hopping around from place to place Vol. 2.** (1983). Baldwin, NY: Educational Activities, Inc. Audio cassette and guide. More songs and travel, a continuation of Vol. 1.
98. **Rhythmically moving.** (1989). Ypsilanti, MI: High Scope Press. Audiocassettes 1-9. Contain the music for the dances in the book, *Teaching movement and dance: a sequential approach to rhythmic movement*, number 76 in this newsletter. Loaned one at a time.
99. **Rough-housing: A guide to safe and fun physical play for children.** Manhattan Beach, CA: Afterschool. VHS, 28 min.
How to relieve tension with rough and tumble play. For schoolagers, it involves large stuffed building cushions, pushers and boppers, fun balls, and foam flyers. If you are opposed to pillow fights, you might not like sections of this tape. Shows infant, preschool, and school-age activities. For staff viewing.

Brochures:

100. Birckmayer, J. (1985). **Tips on working with children in groups.** Ithaca, NY: Cornell Cooperative Extension.
101. Cherry, F.J. (1982). **Ages and stages of the middle-years child. Part 1: Six to eight year olds.** Ithaca, NY: Cornell Cooperative Extension.
102. Cherry, F.J. (1982). **Ages and stages of the middle-years child. Part 11: Nine to eleven year olds.** Ithaca, NY: Cornell Cooperative Extension.
103. Gallagher, P., & Gordon, S. **100 ways to keep kids happy.** Worcester, PA: Child Care. 49 preschool ideas and 51 school-age ideas
104. **Quality checklist & worksheet for child care programs serving school-age children with special needs.** Wellesley, MA: Center for Research on Women.
105. **School age child care courses available through the Wisconsin Technical College System.** Describes course and lists program administrator, address and telephone number of 16 colleges)

Articles:

106. Alexander, N.P., (1986). **School-age child care: Concerns and challenges.** Young Children, November, 3-10.
107. Birckmayer, J. (1990). **School Age Child Care-Planning developmentally appropriate activities for six-nine year olds: A training outline for a workshop.** Ithaca, NY: Cornell University.
108. Birckmayer, J. (1990). **School Age Child Care-Understanding six-nine year olds: A training outline for a workshop.** Ithaca, NY: Cornell University.

109. Birckmayer, J. (1990). **School Age Child Care-Discipline and guidance: A training outline for a workshop.** Ithaca, NY: Cornell University.
110. Cavaliere, D. (1987). **How zucchini won 5th-grade hearts.** Children Today, May-June, 18-21.
111. Cole, C., & Rodman, H. (1987). **When school-age children care for themselves: Issues for family life educators and parents.** Family Relations, 36(1), 92-96.
Defining the self-care arrangement, summarizes studies of impact of self-care for children's development, and assessing individual readiness for self-care.
112. Borba, C., & Borba, M. (1989). **Self-esteem activities for school-age children,** Texas Child Care Quarterly, Winter, 34-38.
113. Borba, C. & Borba, M. (1989). **Self-esteem in school-age children.** Texas Child Care Quarterly, Winter, 3-9.
114. Farel, A.M. (1984). **Parents' preferences and needs.** Children Today, March-April, 28-31.
A survey of parents' of 10-14 year olds. Parents would prefer that their children participate in more after-school activities, organized groups and clubs, and read more. Discusses barriers to participation, parents' worries, and conclusions.
115. **Finding and keeping the right staff: Personnel issues in school-age child care.** Tennessee Department of Human Services Technical Assistance Paper.
116. Finn-Stevenson, M. & Stevenson, J.J. (1990). **Safe care/safe play: Child care as a site for injury prevention.** Children Today, March-April, 16-20, 32.
117. Frost, J.L. (1990). **Playground equipment catalogs: Can they be trusted?** Texas Child Care Quarterly, Summer, 3-12.
Most play equipment catalogs market playground equipment which violates U.S. Consumer Product Safety Commission voluntary guidelines for public playground safety. Cites seven direct violations and five indirect violations. Photos and an explanation of the hazards. Distributors of backyard equipment are not included.
118. Gifford, L. (1985). **School-age puppeteers.** Texas Child Care Quarterly, Summer, 31-35.
119. Gray, E. & Coolsen, P. (1987). **How do kids really feel about being home alone?** Children Today, July-August, 30-32.
120. Hofferth, S.L., & Phillips, D.A. (1987). **Child care in the United States, 1970-1995.** Journal of Marriage and the Family, 49(3), 559-571.
If current trends continue, by 1995 over three-quarters of school-age children and two-thirds of preschool children will have a mother in the work force.
121. Long, T.J. & Long, L. (1988). **Hotlines for children: What makes them effective?** Children Today, March-April, 22-25.
122. Meritt, P., (1988). **From one director to another: Tips on school age child care.** Exchange, October, 25-28.
123. Powell, D.R., (1987). **After-school child care.** Young Children, March, 62-66.
Discussion of research on whether latchkey children are at risk.

124. Richardson, J.L., Dwyer, K., McGuigan, K., Hansen, W.B. Dent, C., Johnson, C.A., Sussman, S.Y., Brannon, B., & Flay, B. (1989). **Substance use among eighth-grade students who take care of themselves after school.** Pediatrics, 84(3), 556-566.

125. Riley, D. (1989). **University of Wisconsin-Extension survey of school-age child care needs.**
This is a sample survey typically administered by a community planning group, through the schools, to parents in the community.

126. Riley, D. (1989). **Grass-roots research on latchkey children leads to multiple policy impacts.** Paper from a poster session presented at National Council on Family Relations Annual Meeting, November 6, 1989.
Describes a community-based survey method, gives results of all communities on key questions and examples of how community specific results will be presented after analysis.

127. Riley, D., Herrmann, B., Lenox, L., & Nelson, C. (1989). **What are the child care needs of school-aged children in Milwaukee Public School system?** University of Wisconsin- Extension, Milwaukee Public Schools & Department of Municipal Recreation and Community Education.
Useful as an example of how a community reported the results of a needs assessment.

128. Robinson, B.E., Rowland, B.H., & Coleman, M. (1986). **Taking action for latchkey children and their families.** Family Relations, 35(4), 473-478.
Summary of research findings about latchkey situations, suggestions for activities and programs which involve parents, schools, and community.

129. Schine, J.G. (1989). **Adolescents help themselves by helping others.** Children Today, January-February, 10-15.

130. Schine, J., & Campbell, P. (1989). **Young teens help young children for the benefit of both.** Young Children, March, 65-69.
Training and volunteer service program for 11-15 year olds helping in preschool programs described and evaluated.

131. Steinberg, L. (1986). **Latchkey children and susceptibility to peer pressure: An ecological analysis.** Developmental Psychology, 22, 433-439.

132. Todd, C.M., Albrecht, K.M., & Coleman, M. (1990). **School-age child care: A continuum of options.** Journal of Home Economics, Spring, 46-52.
Discusses advantages and disadvantages of self-care, help lines, neighborhood check-in programs, family day care, and after-school child care programs. Views care on a continuum with varying degrees of adult supervision. Discusses what high quality care is in after school child care programs.

133. Vandell, D.L., & Corasaniti, M.A. (1988). **The relation between third graders' after-school care and social, academic, and emotional functioning.** Child Development, 59, 868-875.
In this study of white suburban middle class children, those who attended day care centers after school received more negative peer nominations, lower grades and test scores than latchkey or mother-care children. Factors contributing to these differences are examined. (Request copies of this article from the first author, Dr. Deborah Vandell, 1082 Educational Sciences, 1025 W. Johnson St., University of Wisconsin-Madison, Madison, WI 53706.)

NEW VIDEOS

To borrow a new video, call CCIC and request by number. Waiting lists may be long, so let us know if you want to schedule a tape for a specific date or if you need it within a certain time period. IT IS ESSENTIAL THAT YOU RETURN TAPES PROMPTLY AFTER ONE WEEK OF USE!

134. Anti-bias curriculum. Louise Derman-Sparks, executive producer. Pasadena, CA: Louise Derman-Sparks, Pacific Oaks College, 1988. VHS, color, 30 min.

Teachers in four classrooms of 2- to 5-year-olds show you a new approach for integrating education about diversity into activities you already do with children, to help them learn positive attitudes and to challenge bias. Contrasts color-denial, multicultural, non-bias, and anti-bias approaches. Discussion guide suggests topics for further thought and action.

135. Supporting children's active learning: teaching strategies for diverse settings. Ypsilanti, MI: High/Scope, 1989. VHS, color, 13 min.

Classroom scenes show three supports adults can use with active learners: environmental, non-verbal, and verbal support. Many specific teaching techniques are suggested to demonstrate to children that they are capable, to help children think about their discoveries, and to model behaviors children can use in future situations.

136. The plan-do-review process. Ypsilanti, MI: High/Scope, 1989. VHS, color, 20 min.

Teachers and children show how to get the most out of the plan-do-review process that is central to the High/Scope curriculum. Shows how children become competent decision-makers when encouraged to make choices and plans on a daily basis during "planning time", and then carry them out with teachers' support during "work time", and review them during "recall time".

137. Using the early childhood classroom observation. Washington, DC: NAEYC, 1985. VHS, color, 26 min.

Tape shows how to use the observation scale that is part of the self-study package for NAEYC accreditation of early childhood programs..

138. Mister Rogers talks with parents about day care. By Fred Rogers. Pittsburgh, PA: Family Communications, Inc., 1983. VHS, color, 28 min.

Fred Rogers helps parents examine their feelings about day care. He suggests things to look for if you need day care: caregivers who suit your style of parenting, positive interactions between the caregiver and your child, a setting that feels comfortable when you visit, a caregiver with whom you can establish communication and question things you wonder about, someone you like and who likes you.

139. Early childhood STEP: systematic training for effective parenting of children under six. Circle Pines, MN: American Guidance Service, 1989. VHS, color, 75 min.

This parent education curriculum illustrates common situations, after each of which the group leader stops the tape so parents can learn positive parenting techniques by discussing the questions raised in the tape and the Leader's Manual. The seven sessions include: understanding young children and their behavior, building self-esteem, communicating, helping young children learn to cooperate, effective discipline, nurturing emotional and social development.

Resources Available for Purchase from CCIC :

The After School Day Care Handbook: How to Start an After School Program for School-Age Children. (1977). 4-C of Dane County. Price \$8.00

(Make check payable to HSIC-610-237-491)

Resources Available From Other Sources:

The ABC's of Starting School-Age Child Care is available from the Wisconsin Child Care Improvement Project, P.O. Box 369, 202 S. Dakota Avenue, Hayward, WI 54843 Phone 715-634-3905 or from Jeanette Paulson, School-Age Child Care Specialist, Wisconsin Child Care Improvement Project, 1245 E. Washington Ave., Suite 210, Madison WI 53703(608-255-1410.)

\$6.00 per set + \$2.50 shipping for any quantity.

Fact sheets:

1. The school-age child care planning process: A community effort
2. Assessing the need for school-age child care
3. Establishing cooperative relationships with schools
4. Considerations for selecting school space for school-age programs
5. Creating environments for school-age child care
6. Designing a school-age child care program
7. Meeting the developmental needs of school-age children in child care
8. Planning and daily schedule: Rules and routines
9. Choice and responsibility in school-age child care
10. School-age child care staff qualifications, selection and training
11. Caring for school-age children in family day care
12. Planning a school-age child care program: How to develop a budget
13. School-age child care in public school facilities
15. Materials and equipment for school-age child care

University of Wisconsin-Extension (UWEX) Offices are located in all of Wisconsin's 72 counties. Depending upon the specific county, many Family Living and 4-H & Youth Agents are currently involved in school-age child care issues or can share pertinent resources with you. Please call the Agents in your county (office is usually located in the county seat) and discuss your ideas with them. Here are some ways they can assist you:

* Needs Assessment: Dr. Dave Riley, UW-Madison has developed a tool that can be used to discover the current situation and views of the community on school-age child care. Wide community support for this effort is crucial to its success.

* 4-H Literature: There is a wealth of 4-H project literature, appropriate for age 7 and above, that can be used in before and after school settings. Inquire about the project areas. In some day care centers, schools and programs, actual "clubs" can be started.

* Publications/Videos: UWEX has resources on various topics at a minimal charge. Agents can tell you which ones pertain to your needs in a school-age child care program.

* Community Forums/Workshops: If the desire is strong enough on the part of the community, agents can network with others to offer forums or workshops on school age child care. Usually these arise out of specific community needs.

If you don't know your Family Living and 4-H & Youth Agents, you are missing an opportunity and lots of good resources. Please do not hesitate to discuss your ideas with them!

School Age Notes Newsletter, 16 pages of information on how to relate to kids, the latest resources, new ideas and activities, national conferences on SACC. Order from School Age Notes, P.O. Box 121036, Nashville, TN 37212. \$14.95/ year or \$25.95/ 2 years.